

Subject	Spring 2B Houses and Homes	
	KS1	KS2
Geography	N/A	N/A
History	<p><b>Lives of significant people – Mary Anning</b>            Know where people and events fit within a chronological framework.            Pupils study historical periods, some of which they will study more fully later. Pupils study events beyond living memory that are significant nationally or globally. Pupils study significant people            Develop awareness of the past, using common words and phrases relating to the passing of time.            Choose and use parts of stories and other sources to show that they know and understand key features of events.            Study the lives of significant individuals who contributed to national and international achievements.            Understand some of the ways in which they find out about the past and identify different ways in which it is represented.            Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p><b>Stone age / Iron age</b>  <b>Y3/Y4</b> Develop chronologically secure knowledge and understanding of British, local and world history.            Address and devise historically valid questions about change, similarity and difference.            Note connections, contrasts and trends over time            Construct informed responses that involve thoughtful selection and organisation.            Develop appropriate use of historical terms.            Understand how our knowledge of the past is constructed from a range of sources.  <b>Y5/Y6</b> Develop chronologically secure knowledge and understanding of British, local and world history.            Address and devise historically valid questions about change, similarity and difference.            Note connections, contrasts and trends over time            Construct informed responses that involve thoughtful selection and organisation.            Develop appropriate use of historical terms.            Understand how our knowledge of the past is constructed from a range of sources.</p>
Science	<p><b>Rocks and Fossils / Evolution and Inheritance</b></p>	<p><b>Rocks and Fossils / Evolution and Inheritance</b>  <b>Y3/Y4</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock            Recognise that soils are made from rocks and organic matter            Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  <b>Y5/Y6</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago            Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>

Art	<p><b>Textiles</b>  cut and shape fabric using scissors/snips  apply shapes with glue or stitching  apply decoration using beads, buttons, feathers etc.  apply colour with printing, dipping, fabric crayons  create fabrics by weaving materials, i.e. grass through twigs  use key vocab to demo knowledge and understanding in this strand: textiles, fabric, weaving, woven, over, under, decoration, decorative</p>	<p><b>Textiles</b>  use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects  develop skills in stitching, cutting and joining  experiment with a range of media by overlapping and layering in order to create texture, effect and colour  add decoration to create effect  use key vocab to demo knowledge and understanding: pattern, line, texture, colour, shape, stuffing, thread, needle, textiles, decoration</p>
DT	<p><b>My fantasy bedroom /East Egg Challenge</b>  design products that have a purpose and are aimed at an intended user  understand and follow simple design criteria  work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment  with support, follow a simple plan  with help, measure and mark out  cut, shape and score materials with some accuracy  assemble, join and combine materials  explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations  explain positives and things to improve for existing products  explore what materials products are made from  talk about their design ideas and what they are making  as they work, start to identify strengths and possible changes they might make to refine their existing design  evaluate their products and ideas against their simple design criteria</p>	<p><b>My fantasy bedroom / Easter Egg Challenge</b>  identify the design features of their products that will appeal to intended customers  use their knowledge of a broad range of existing products to help generate their ideas  design innovative and appealing products that have a clear purpose and are aimed at a specific user  develop and follow simple design criteria  work in a broader range of relevant contexts eg entertainment, home, school, leisure, food industry + wider environment  with growing confidence, carefully select from a range of tools and equipment, explaining their choices  select from a range of materials and components according to their functional properties and aesthetic qualities  place the main stages of making in a systematic order  explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;  explore what materials/ingredients products are made from and suggest reasons for this  consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;  evaluate their product against their original design criteria</p>

PE	<p><b>Invasion Games</b></p> <p>Children improve and apply their basic skills in games. Children play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.</p> <p>Children play competitive sports and activities in small teams.</p>	<p><b>Invasion Games</b></p> <p>Children learn how to outwit their opponents and score when playing invasion games.</p> <p>Children play competitive games</p> <p>They develop skills in finding and using space to keep the ball.</p> <p>They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p> <p>Children develop skilful attacking and team play.</p> <p>They learn how to work well as a team when attacking, and explore a range of ways to defend.</p> <p>Good sportsmanship, fairness and respect is embedded in the way the children conduct themselves in sport.</p>
Music	<p>Chants and rhymes /Listen attention to detail</p> <p>Creating sounds / Record &amp; listen</p>	<p>Chants and rhymes /Listen attention to detail</p> <p>Creating sounds / Record &amp; listen</p>
Computing	<p><b>Simulations / Control</b></p>	<p><b>Simulations / Control</b></p> <p><b>Y3/Y4</b> Controlling or simulating physical systems.</p> <p><b>Y5/Y6</b> Can understand that physical systems can be controlled by a computer.</p>